

*International Education: Civil Disobedience at the  
Berlin Wall -  
A Persuasive Essay*

This lesson should take approximately three to four full class periods. (57-minute periods).

**I. Content:**

I want my students to understand (or be able to):

- A. The fundamental issues and chronological sequence pertaining to the rise and fall of the Berlin Wall.
- B. Understand the difference between a moral law and a civil law.
- C. Recognize the concept of civil disobedience and discuss when is the appropriate time to “disobey”.
- D. Evaluate a decision and form judgments and justifications based off factual information.
- E. Express their judgments in an organized and coherent persuasive essay.

**II. Prerequisites:**

In order to fully appreciate this lesson, the student must know (or be experienced in):

- A. Fundamental background information concerning the political and justifications for the Berlin Wall.
- B. Some information on what life was like for those behind the Wall.
- C. Some biographical information on Conrad Schumann.

**III. Instructional Objective:**

The student will comprehend, evaluate, and synthesize the information presented in class (packets) and form judgments in order to produce a persuasive argument in paragraph form.

**IV. Materials and Equipment**

- Teacher:**
- 1. The Story of The Wall” packets\* (**Teacher Handout #1**)
  - 2. Conrad Schumann biographical handouts. (**Teacher Handout #2**)
  - 3. To Flee or Not To Flee” detail organizers. (**Teacher Handout #3**)
  - 4. Persuasive essay prompt and organizer instruction handouts (same page). (**Teacher Handout #4**)
  - 5. Persuasive writing assignment rubric. (**Teacher Handout #5**)
  - 6. Persuasive essay organizers. (**Teacher Handout #6**)

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7. Whiteboard and grease pens (or similar)

\* The “Story of The Wall” also available:

<http://www.dhm.de/ENGLISH/ausstellungen/breakthrough/S1.htm>

- Students:
1. “The Story of The Wall” packets\* (**Teacher Handout #1**)
  2. Conrad Schumann biographical handouts. (**Teacher Handout #2**)
  3. “To Flee or Not To Flee” detail organizers. (**Teacher Handout #3**)
  4. Persuasive essay prompt and organizer instruction handouts (same page). (**Teacher Handout #4**)
  5. Persuasive writing assignment rubric. (**Teacher Handout #5**)
  6. Persuasive essay organizers. (**Teacher Handout #6**)
  7. Writing utensil and highlighter.

**V. Instructional Procedure:**

This lesson can fit very nicely within the “Antigone” unit when discussing the concept of civil disobedience.

**Day One:**

1. Teacher will distribute The Story of The Wall Packets, Conrad Schumann bio, Flee or Not organizer. (**Teacher Handouts 1, 2, 3**)
2. The teacher will then inform the class that they will spend the next few days learning about the rise and fall of the Berlin Wall and War and specifically one man’s action that was made infamous through a snapshot. (**Teacher Handout #7**)
3. Ask class to offer any previous knowledge they have of the wall and write info on the board. (This will help assess the pace and thoroughness of the packet discussions).
4. Ask students to take out their Conrad Schumann bio (**Teacher Handout #2**) and read out loud.
5. Have students take out their Flee or Not organizers (**Teacher Handout #3**) and read the directions at the top and discuss the definition of civil disobedience (also on handout)
6. Have class discuss instances of civil disobedience they are familiar with.
7. Have students take out “The Story of The Wall” packets (**Teacher Handout #1**) and instruct them that they are to use their highlighters to highlight reasons they see that may justify Schumann’s decision or condemn it. Likewise instruct students to highlight any interesting/startling facts they may read.

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8. Begin reading packet as a class and stop to discuss and check for understanding as needed.

**Day Two:**

1. Instruct students to take out packets (**Teacher Handouts 1, 2, 3**) and to review their highlights up to the last completed page
2. Draw a table (3 columns) on whiteboard. The column headings should read: Justified, Unjustified, Interesting facts.
3. Ask students to volunteer details they have highlighted up until this point and categorize them in the appropriate column.
4. When finished reviewing, return focus to finishing the packets and discussing further pages.
5. When finished instruct students to transfer their highlighted information on to their Flee or Not detail organizer (**Teacher Handout #3**).
6. If class finishes, handout essay prompt, essay organizer, and rubric (directions for use on prompt handout) (**Teacher Handouts 4, 5, and 6**)

**Day Three:**

1. Handout essay prompt, essay organizer, and rubric. (**Teacher Handouts 4, 5, and 6**)
2. Read the prompt and instruction sheet as a class. (possibly complete a sample essay organizer as the directions are read).
3. Review the essay rubric with students to ensure they are clear about the expectations.
4. Inform the students that the rest of the class period will be spent on working on filling out the information required on the organizer. Assign due date.

**Day Four:**

1. Depending on individual situation, teacher may consider using a class day to continue writing and helping students.

**VI. Assessment/ Evaluation:**

- A. Essays
- B. Flee or Not organizer (stapled to final essay) (**Teacher Handout #3**)
- C. Essay organizer (stapled to final essay) (**Teacher Essay #4**)

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**VII. Idaho Achievement Standards:**

Standard 2: Comprehension/Interpretation

**Goal 2.1: Acquire Strategies and Skill for Comprehending Text**

10.LA.2.1.1 Synthesize the content from several sources on a single issue; compare and contrast ideas to demonstrate comprehension.

10.LA.2.1.2 Apply reading strategies to self monitor for comprehension

10.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.

Standard 3: Writing Process

**Goal 3.1: Acquire Prewriting Skills**

10.LA.3.1.3 Apply organizational strategies to plan writing.

10.LA.3.1.5 Produce a piece of writing within a set period of time.

**Goal 3.2: Acquire Skills for Writing a Draft**

10.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.

10.LA.3.2.2 Sequence ideas in a cohesive, meaningful order.

**Goal 3.5: Acquire Skills to Publish Writing**

10.LA.3.5.3 Use appropriate technology to produce a final draft.

Standard 4: Writing Applications

**Goal 4.3: Acquire Persuasive Writing Skills**

10.LA.4.3.1 Write persuasive compositions that use specific rhetorical devices to support assertions (e.g., appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote or analogy).

**VIII. Follow Up Activities:**

- A. Structure a debate in class that stems from the persuasive essay prompt.
- B. Write a poem (select format) on the battle within Conrad Schumann's head during the final moments before his infamous leap.
- C. Convert persuasive issue into a speech for speaking unit that demands Conrad's freedom or persecution.
- D. Conduct a mock trial in class under the hypothetical situation that East German authorities captured Schumann.
- E. Reserve library/computer lab and hold each student responsible for locating one escape story. Construct a book of escapes and read as a class.

# The Story of the Wall

- Section 1**   **Germany and Berlin at the End of World War II**
- Section 2**   **In the Beginning Was the Lie**
- Section 3**   **The Cruel Border**
- Section 4**   **Checkpoint Charlie**
- Section 5**   **Breakthrough -- Part One**
- Section 6**   **The Wall**
- Section 7**   **Breakthrough -- Part Two**
- Section 8**   **The Wall between Concrete, Art and**  
**the Exchange of Agents**
- Section 9**   **The Brandenburg Gate**
- Section 10**   **The Final Breakthrough**



A defecting East German soldier, Conrad Schuman, leaps over a barbed wire barricade at the Bernauer Street sector into West Berlin on August 15, 1961. Schuman made his break to join his family which had fled earlier to West Berlin. (AP Photo/Contipress, Peter Leibing)

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### Section 1

## Germany and Berlin at the End of World War II

At the Potsdam Conference in 1945, it was decided by the four victorious powers of World War II - Great Britain, France, the Soviet Union, and the United States of America - that the territory of the former German Empire as defined by the borders of 1937 (i.e., not including Austria) was to be divided into four zones of occupation. The regions of East Prussia and Upper Silesia were detached and placed under Polish and Soviet administration. The strictly confidential political map of Germany prepared by the National Geographic Society in Washington for military and naval personnel of the United States in July 1944 shows the initial situation for the rearrangement of Germany.

The zonal division ultimately led to the founding of two German states. The Federal Republic of Germany, based on democratic principles, emerged from the three western zones in May 1949. In October 1949 the Soviet zone of occupation was transformed with the assistance of the Red Army into the German Democratic Republic (GDR), a communist, centralized state based on the Soviet model and led by the Socialist Unity Party of Germany (SED). Western states, including the Federal Republic, refused to recognize the GDR because it lacked democratic legitimacy. The Basic Law of the Federal Republic of Germany even contained the formal call "to complete the unity and freedom of Germany in free self-determination."

Berlin, the former capital of the German Empire, was likewise divided into four zones - along the district lines dating from 1920. Each of the four powers was responsible for its respective zone. In addition, the four-Power status granted the Allies equal rights throughout the city. Strictly speaking, there were thus no genuine borders between the East sector and the western zones of the city. The "open border," as Berlin was known at that time, thereby became the escape hatch for East German citizens disillusioned by the desolate living conditions in the first "state of workers and peasants" on German soil. They fled to the West in search of individual political freedom and economic well-being. By 1961, when the barriers were erected along the sector boundary, almost three million people had left the GDR, almost 20% of its total population of approximately 16 million. The GDR stood on the brink of economic ruin.

The communist leaders thought that the erection of the "iron curtain" would prevent that outcome. A little less than thirty years later, their calculations proved wrong.

### Section 2

## In the Beginning Was the Lie

"No one intends to build a wall." These were the words with which the powerful General Secretary of the SED, Walter Ulbricht, responded to a West German journalist on June 15, 1961, when she asked how the East German leader intended to stop the daily flood of refugees moving from East to West. Just two months thereafter, on August 13, 1961, precisely what Ulbricht had expressly denied did indeed happen. A "wall" was put up through the middle of Berlin. The statement by the General Secretary was later repeatedly denounced on the placards brandished by protesters on the West Berlin side.

The actual erection of the wall began in the early morning hours of August 13, 1961 - a weekend. First, soldiers and members of the People's Police marched up to seal off the eastern part of the city. At strategically important locations, as at the Brandenburg Gate, massive numbers of armored vehicles were deployed to prevent any popular protest from the outset on either side of the border, thereby automatically severing communications. Then the trains stopped running. Wire-mesh fences and barbed wire were unrolled. Occupants living on the eastern side of buildings straddling the boundary were compelled to evacuate, and the buildings were subsequently razed. By the end, the frontier consisted of stones and barbed wire patrolled day and night by militant border guards.



### Section 3

#### The Cruel Border

No section of the Berlin wall was as present in the minds of people around the world than Bernauer Straße. The street runs along the line between the Berlin districts of Mitte and Wedding. Wedding belonged to the French sector; Mitte, to the former Soviet zone of occupation. After the borders were drawn, the buildings on one side of the street stood in East Berlin, whereas the sidewalk in front of them were on West Berlin territory. The windows and doors of these buildings were walled up to block the possibility of escape to the West. The upper floors were ultimately demolished and the facades of the former dwellings integrated into the border fortifications. In time, the facades disappeared, too, and were replaced by multilayered barricades with a wall to the west and a barbed-wire fence to the East. Between the two barriers lay the so-called death strip, replete with antitank obstacles, watch towers and floodlights. Despite the barbed wire and fencing, people initially tried to maintain communication across the barriers. Examples are the child being shown to his grandparents on the other side and the couple, just married, receiving flowers from their parents, who are still in the east sector.

Public protest was possible only on the western side. For the most part, it consisted of appeals to the feelings of national unity. "There is only one Germany," read the banners that appeared in the first hours after the border was sealed. It was a call raised again on the eastern side when people in the GDR began to demonstrate in the fall of 1989. Early propaganda from the eastern side made use of a different language that made the character of the dictatorial communist regime more than plain: "Don't get cocky, Mr. Brandt," one message warned the then Governing Mayor of Berlin. "We're good shots."



### Section 4

### Checkpoint Charlie

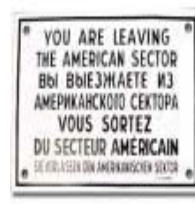
The border crossing at Checkpoint Charlie has gone down in history as the outpost of the free world. It was one of the places at which the western Allies, under the leadership of the United States, proved that the defense of Berlin's freedom was taken seriously.

The checkpoint got its name from the American alphabet. After the erection of the border fortifications through the center of Berlin and across Germany, the U.S. forces were ordered by President John F. Kennedy to create three checkpoints in order to exercise the right of free access to Berlin at any time as stipulated under quadripartite status. Checkpoint Alpha was located in Helmstedt, Lower Saxony, between the Federal Republic of Germany and the territory of the GDR. Checkpoint Bravo was the crossing point between West Berlin and the GDR. Checkpoint Charlie became the post connecting East and West Berlin. As of 1962, Checkpoint Charlie served as the only border crossing point for foreigners visiting Berlin. Even the members of the diplomatic corps and the Allied forces had to use this crossing.

The first dangerous confrontation after the building of the wall occurred in October 1961, when the East German authorities, in violation of the quadripartite status of Berlin, tried to impede the access of American military personnel. The U.S. commandant of Berlin sent tanks to the border, a response that moved the GDR to yield. In agreement with the Soviet Union, the organs of the GDR went on to make similar attempts. They failed as well because of the clear stance taken by the western Allies.

To encourage the population of West Berlin after the wall was built, President Kennedy sent Vice President Lyndon B. Johnson to the city on August 19, 1961. The visit became an impressive token of the city's close ties with the people of the United States. The climax in this regard was the visit of the President himself on June 26, 1963, when Kennedy, accompanied by masses of the West Berlin population, also paid a visit to Checkpoint Charlie. At the end of his major speech before the town hall of Schoeneberg, he uttered the now famous words that have been quoted in the history of German-American relations ever since: *"Ich bin ein Berliner."*

On January 17, 1963, Kennedy's great adversary in the Soviet Union, General Secretary Nikita S. Khrushchev, likewise came to Checkpoint Charlie, approaching from the eastern side of the city. He, however, was not received by enthusiastic crowds. The off-limits military zone on the eastern side precluded that.



### Section 5

#### Breakthrough - Part One

As the border fortifications were being built, many people from the GDR availed themselves of the last chance to flee to the West before the "iron curtain" came down for good. Moving episodes took place, especially on Bernauer Strasse, where parents threw their young children out of windows on the eastern side into the life nets of the fire brigades standing ready on the western side. East German border guards hurrying to the sites tried to intercept old people trying to jump from the windows. Even the border guards themselves sometimes took advantage of lapses of attention to escape the watch of their colleagues, as Conrad Schumann did by leaping over the barbed wire and fleeing to the west.

The escape attempts did not always end happily. Many a person jumping from a window missed the life nets of the fire brigades, and the East German border guards had orders to use their weapons if necessary to prevent escape. In West Berlin seventy-nine fatalities related to escape attempts have so far been recorded. No one can say how high the number of unreported cases was. In addition, there were many injured. Not a few persons were arrested and incarcerated even before they could make their attempt. West Germany was later able to "buy" some of these political prisoners out of jail.

An especially tragic case occurred on August 17, 1962, when an escape attempt was made by two young men who had been assigned by the GDR to work on the wall inside the border strip near Checkpoint Charlie. One of the two reached West Berlin territory unscathed, but his companion, Peter Fechter, was shot by border guards and left to bleed to death in full view of the helpless West Berlin onlookers nearby. In memory of Fechter and the other victims of the wall, the people of West Berlin put up crosses at various places along the border.



### Section 6

### The Wall

The basic structure of the border that divided Berlin developed in the course of the 1960s. To the west, a wall of concrete slabs was erected and capped by a wide cylindrical pipe to prevent an easy grip. Behind it lay a strip of land approximately fifty meters wide studded with barricades, detectors, watch towers, and guard dogs on long leads. This part of the frontier barriers soon became known as the "death strip" because the East German border guards used their weapons to thwart attempts at escape. To the east, too, the border was sealed by a wall. Unlike the population on the western side, however, the population of the GDR was given little opportunity to see the frontier for themselves. Usually designated as prohibited military zones, the areas adjoining the border itself were off limits. Even the GDR citizens who lived in these districts were required to have special permits or special identification in order to pass. This also went for their closest relatives living in East Berlin or in the GDR who simply wanted to pay a visit. The "pass" had to be applied for long in advance and was not always granted.

The border snaked its devastating way through the city, respecting neither buildings nor long-established neighborhoods communities. Eventually, only an aerial view made it possible to see what had once belonged together. The insanity of the border's path became particularly clear at those places where even cemeteries were cut in two or, as in 1985, when a church was demolished because it obstructed the view of the border guards. The so-called Church of Reconciliation had been located on Bernauer Straße. No matter where one went in West Berlin, surveillance was omnipresent.



### Section 7

#### Breakthrough - Part Two

The erection of the border severed all contact between the two halves of the city. Neither friends nor acquaintances, not even close relatives, were allowed to visit each other. It was not until three years thereafter, on December 18, 1963, that the West Berlin Senate succeeded in concluding an agreement with the government of the GDR with the consent of the West German government and the western Allies. During the period around Christmas and New Year's, arguably the most important holidays in Germany, the border was opened to West Berliners. Despite lengthy delays, immensely long waiting lines at the border crossing points, and considerable inconvenience caused by East German border officials, more than 700,000 people took the opportunity to obtain a pass. By 1966, three more pass agreements had been concluded. In 1972 a Traffic Treaty was signed, which introduced a number of travel facilities but it covered mainly the population of West Berlin, not that of East Berlin. Formerly the main junction of Berlin's network of streetcar and subway lines, the station on Friedrichstraße in the eastern part of Berlin became the central meeting place for Westerners visiting East Berlin. In the large hall next to the station heart-rending reunions and partings were witnessed, scenes that soon prompted Berliners to refer to the location as the "palace of tears". When on September 9, 1964, the government of the GDR permitted East German citizens of retirement age to travel to the West, Berliners dubbed the place "pensioner's station" because these journeys, too, usually originated at the Friedrichstrasse station.

The population in the western part of the city did not content itself with the official lines of communication. The text broadcast by a rogue radio station in 1965 was called "studio at the barbed wire". To loosen the monopoly that the communist state had on information, the station informed the citizens of East Berlin that the negotiations for a new pass agreement would continue after all.



### Section 8

#### The Wall between Concrete, Art and the Exchange of Agents

The Berlin wall assumed its final appearance at the end of the 1970s, when the outer wall to the west was replaced by mass-produced sections of reinforced concrete. Strict security was maintained at all times, of course, with the construction teams having to work under close watch behind wire fences. Each segment of the wall was 11' 9 3/4" (3.6 m) high, 3' 11" (1.2 m) wide, 6" (15 cm) thick, and weighed over 2 1/2 tons. The segments had originally been developed in the early 1960s in order to build grain and fodder silos for East German farms. The white surface facing west quickly became a provocation for all genuine and would-be artists, who began to "beautify" the wall under the cover of night. Whether abstract or realistic pictures, graffiti or commentary, the Berlin wall had it all. It was strictly forbidden to approach the wall directly, much less touch it. The wall stood on East German territory and was therefore officially off-limits. The commentary was not infrequently full of bitter satire and wit, a reaction to the seemingly hopeless situation of life with the wall. For example, one person writing in English proclaimed "Look at the bright side of life." But the writing was laterally inverted, so it would have been properly legible only if the wall had become transparent - to someone seeing it from the eastern side.

The frontier and its fortifications ultimately became so sophisticated that almost the only way to get from one side to the other was to do it legally. The Glienicke Bridge, aptly christened the "Bridge of Unity" by the East German authorities, linked Berlin with Potsdam and became the famous location for the exchange of agents, political prisoners, and dissidents. In 1962, for instance, it was here that the American pilot Gary Powers was exchanged after the U2 incident, in which he had been shot down over the Soviet Union. One of the last people to reach freedom via the Glienicke Bridge was the Soviet Jewish civil rights activist *Anatoly Scharansky*.

As a protest against the name given to the bridge, a sign was put up on its western side. It read: "Those who named this bridge the 'Bridge of Unity' also built the wall, put up barbed wire, created death strips, and are thereby preventing unity."

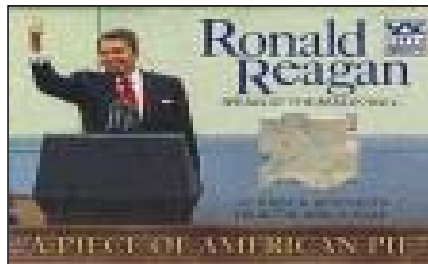


### Section 9

## The Brandenburg Gate

No other building or memorial in Berlin was associated as closely as the Brandenburg Gate was with the idea the Germans had of their nation's division. The German Question, so it was said, was open as long as the Brandenburg Gate was closed.

Built from 1788 to 1791, the Brandenburg Gate served as an entry way to the city, which at that time was the capital of the Kingdom of Prussia. The gate is topped by the Quadriga, a goddess of victory in a chariot. Originally conceived as "the gate of peace", the ensemble came to be seen by some people as a memorial to the victory in the wars of liberation fought from 1813 to 1814 against Napoleon and French rule in central Europe. To this day, persistent rumor has it that the authorities in the GDR turned the Quadriga round to face East when it was restored in 1958. But the victory goddess has always faced East, showing the way from her location on Pariser Platz, down the famous boulevard Unter den Linden, to the center of the city, which was marked by the city palace. At the end of World War II, the Brandenburg Gate was situated in the Soviet sector and thus became part of East Berlin. It was inaccessible from either the eastern or the western side. It was here, at the Brandenburg Gate, that the process of sealing off the eastern half of the city began as units of the People's Police and the East German army arrived in the early morning hours of August 13, 1961. But it was here, too, that the end of Germany's division was heralded twenty-six years later. Speaking on the western side of the Brandenburg Gate on June 12, 1987, President Ronald Reagan uttered that prophetic appeal that became reality within two years: "Mr Gorbachev, tear down this wall!"



### Section 10

#### The Final Breakthrough

At 6:00 P.M. on November 9, 1989, an international press conference began in East Berlin. The uncertainties about the future development of the GDR were great. For months, thousands of East German citizens had been fleeing to the West just as they had done before the wall was built. Hungary and Czechoslovakia were frequently the way stations. Massive demonstrations against political repression had broken out first in Leipzig, then in all major cities of the GDR, including East Berlin. The most pressing demand was for freedom of travel. The reform movements in the East Bloc, particularly in the Soviet Union and then Poland, had now spread to the GDR. Just two days earlier, on November 7, the old leaders of the SED had resigned.

As the press conference ended, the SED spokesperson announced that the citizens of the GDR were allowed to travel wherever they wished, even to the West. Two hours afterwards, a night of almost unimaginable joy and drama commenced in Berlin. Millions celebrated the reunion, with the flow of people going from East to West this time. Whether on foot or with the GDR's compact car known as the Trabant, the citizens of East Germany arrived to test their right to cross the border.

The five-foot-thick wall in front of the Brandenburg Gate became a meeting place, especially for young people from both parts of the city. The next morning, the incredible impressions of the wall's opening continued such as with the lone young man who climbed the Brandenburg Gate and gazed expectantly to the East. At this spot a few days before he would have been shot at. Other examples were witnessed at Checkpoint Charlie, which was utterly swamped by the flood of people. The dominance of the East German border guards was over. Bewildered, they drifted with the current.

With the opening of the border, the demolition of the wall commenced. As early as the night of November 9, masses of mostly young people equipped with hammers and chisels took the opportunity to begin tearing down the hated bulwark around the Brandenburg Gate. Over time, they were followed by hundreds of thousands of people from all over the world who continued the work as "wall peckers." The official demolition of the Berlin wall began on June 13, 1990, by former East German border guards under a democratically elected government. It was no coincidence that the first slab to be removed was at the corner of Bernauer Straße and Ackerstraße, the very symbol of the cruel border. Even allied troops of the West helped take down the fortifications in order to overcome the organizational division of the city as quickly as possible. The segments removed from the wall landed in large depots situated around Berlin and were recycled for use in road construction.

In agreement with the federal German government and the Berlin Senate, the German Historical Museum has elaborated a concept to preserve the traces of the past in a memorial. To be erected on Bernauer Strasse, it will exhibit a restored section of the original border strip. As the wall was being torn down, the process of unifying the two German states began against a backdrop of global changes, most of all in the relation between the two superpowers, the Soviet Union and the United States. On September 12, 1990, the four victorious powers of World War II signed the Treaty of Moscow. The new Germany was granted full sovereignty, and the Cold War era was declared over. Checkpoint Charlie, the outpost of freedom, had fulfilled its function and was taken away. From now on, October 3, 1990, serves as a national holiday, the Day of German Unity.

## Teacher Handout 2



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November 2002+}

**Hans Conrad Schumann** (1942-June 20, 1998) was one of the most famous escapees from the GDR.

Schumann served as a soldier in the Nationale Volksarmee. After a three-month training in Dresden, he was commandeered to a non-commissioned officers' college in Potsdam, after which he volunteered for service in Berlin.

On August 15, 1961, at the age of 19, he was guarding the Berlin Wall, then in its third day of construction, at the corner of Ruppinerstraße and Bernauerstraße. The "wall" was at that stage no more than a low barbed-wire fence. Seizing the opportunity, he jumped over the barbed wire, and was then taken away from the border at high speed in a police car. His escape was captured on film by photographer Peter Leibing, and the image (shown here) became one of the most famous images of the cold war.

He was later permitted to travel from West Berlin to the main territory of the Federal Republic of Germany, where he settled in Bavaria. He met his wife Kunigunde in the town of Günzburg .

After the Berlin Wall was opened, he said, "Only since November 9, 1989 [*the date of its opening*] have I felt truly free". However, he continued to feel more at home in Bavaria than in his birthplace, citing old hurts with his former colleagues, and hesitated even to visit his parents and brothers and sisters in Saxonia. On June 20, 1998, suffering from depression, he hanged himself in the town of Kipfenberg in Oberbayern.

## Teacher Handout 3

**Civil Disobedience** is the refusal to obey certain governmental laws or demands and objections based on moral issues or principle. Usually characterized by nonviolent methods.



**Directions:** Use this sheet as you learn about the Berlin Wall and Conrad Shuman. Record reasons that Shuman should exhibit civil disobedience or obedience. This sheet will help you write your persuasive essay.

**To Flee**  
(Civil Disobedience)

OR

**Not To Flee**  
(Civil Obedience)



## **Persuasive Essay Prompt & Requirements**

### **Essay Prompt**

By leaving his post along the Berlin Wall and fleeing to the West, Conrad Schumann made a decision to follow his moral law and disregard the civil law in an obvious act of civil disobedience. For this essay you will convince your audience that Conrad Schumann was either justified or unjustified in his act of civil disobedience. Was this indeed a situation that validates moral law over civil law or should Conrad Schumann be held accountable for his act?

### **Requirements**

1. Your essay must be typed, double spaced, Times New Roman (12), and follow all MLA format guidelines.
2. Your essay must be a minimum of **5** complete paragraphs: Intro, three support paragraphs, and a conclusion. A **2-page** paper will be considered thorough.
3. Your essay must use a minimum of 2 direct facts from the “Story of The Wall” packet discussed in class.
4. A formal rubric will be provided in order to assist you in writing this essay.

## **5 –Paragraph Essay Organizer Explanation**

An essay organizer has been provided for your convenience and success. This organizer will help insure that your essay is fluid, structured, and detailed. Directions for use are listed below:

### **1. Intro Paragraph:**

This paragraph starts with a “Hook” statement. For a persuasive style essay this should be a statement that makes a strong point and entices the reader to continue. This is followed by a general discussion of what your essay will be about and finally a strong thesis or focus statement. The boxes labeled A, B, C are provided so you can determine what three points will be necessary to make in order to validate your thesis/focus statement.

### **2. Focus A, B, C: Support paragraphs**

These boxes are structured so you can write in your focus on top and then provide details that prove that focus. Each time you write in a detail you should check to see if it does in fact support your focus. The bottom box provides a space for a quote or a fact that can be extracted from the “Story of The Wall” packet read in class. Again, check to make sure that the quote/fact also reflects your paragraph focus.

### **3. Conclusion:**

The first part of the conclusion box calls for a “thesis echo.” This means that you should remind the reader and bring them back to your original claim. Further, it is always best to briefly recap your supporting points. The next section listed as, “so what/ apply” is frequently overlooked in a conclusion. This is your chance to transcend the essay and bring your argument to a higher level. Give your essay some significance in the grand scheme of things. Attempt to apply the implications of your argument to something larger than this isolated incidence.

### **4. Running Graphics**




The men running across the organizer passing the baton are symbolic for transition sentences. Wherever you see a graphic, a transition sentence is required to ensure a smooth and fluid paper. The idea is to bridge the gap between ideas so that the essay maintains a common thread throughout its entirety.

## Teacher Handout 5

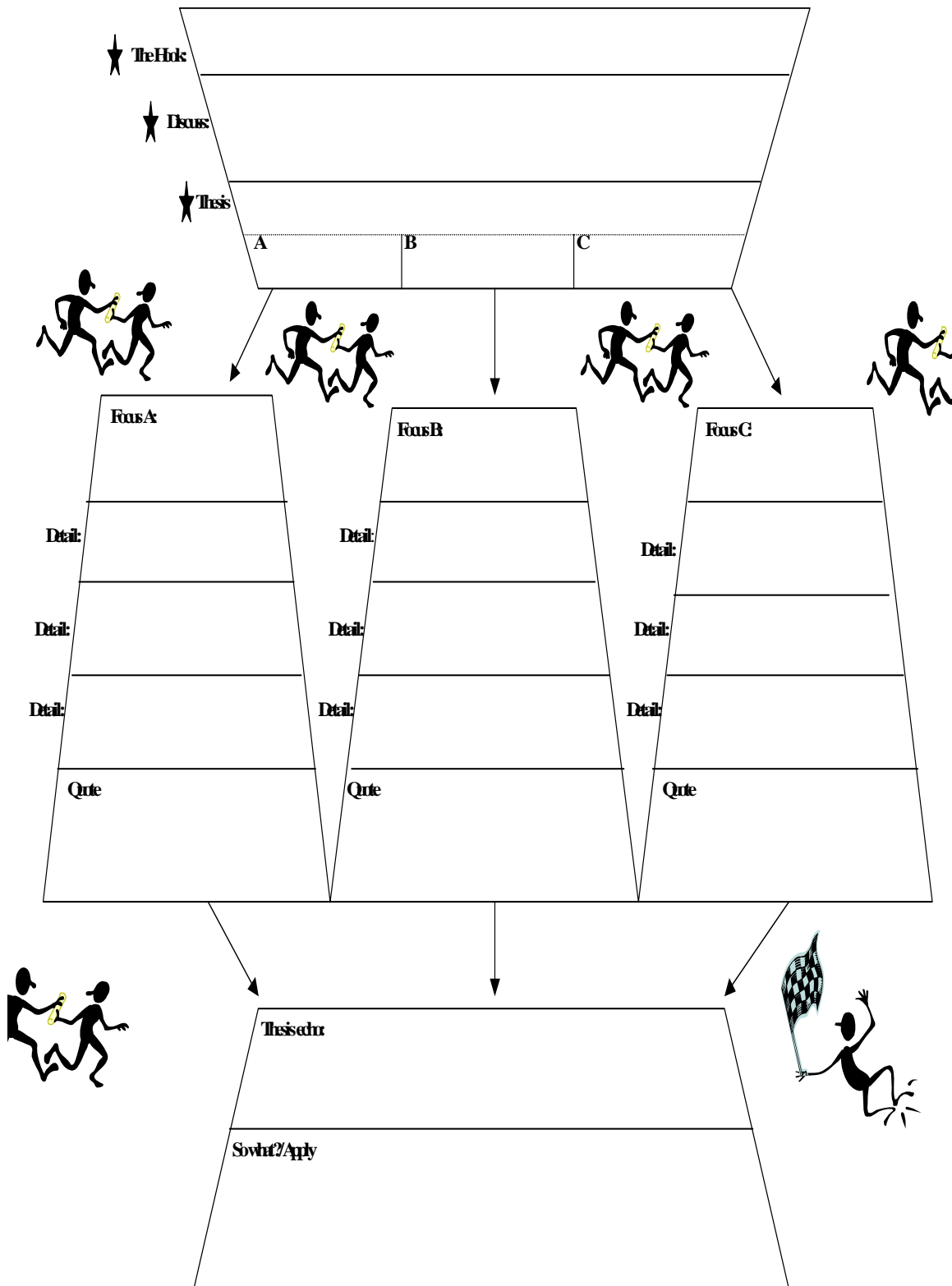
English 10

### Conrad Schumann Persuasive Writing Assignment

#### Grading Rubric

		Right On!	Getting There	Confused
		<b>A-B</b> 	<b>C</b> 	<b>D-F</b> 
Sources	10 Points	At least 2 facts from packets are used as evidence in your paper. The sources are useful in fulfilling the theme of your paper.	There is 1 fact used as proof in your paper, but there is not much connection or reason why the quotes are included in your paper.	You did not use any sources to provide information, or the information that is presented does not fit your thesis or topic (it is there just to look like you used a source or sources).
Format	10 Points	Your paper is 2 pages long. You have handed in an MLA format typed hard copy on time.	The paper is less than 2 full pages. The heading on your paper have is not done correctly according to MLA format. The margins are bigger than 1" (top, bottom, left, right).	The paper is too short to have quality research (1 ½ pages or less). There are no or not many paragraph breaks, or it is not double spaced, or the font is not 12 point Times New Roman font (no <b>bold</b> , no bigger than 12 point font).
Focus/Unity	10 Points	Your thesis or focus statement is clear and easily identifiable. The subsequent support paragraphs all serve to prove your claim. Transitions evident.	Portions of the paper do not support your thesis. Too much summary of the play is included without making connections to the answer you are trying to prove. Random information has been included to take up space.	Your paper does not have a clear theme or purpose; the facts (researched information) takes the paper in more than one direction.
Thesis	10 Points	Your introductory paragraph has a clearly stated thesis statement. This will set the paper up to argue and persuade that your answer to the prompt is correct. The thesis is provable and arguable (backed by information from class packets).	The thesis is too big, broad, vague, or a stated fact.	I cannot tell what your thesis is; I do not know which sentence is your thesis or cannot understand what it is that your paper will cover (prove).
Mechanics	10 Points	The paper flows from one thought to another without any major interruptions from spelling, grammar, punctuation; your 3 <sup>rd</sup> grade teacher would be proud!	There are hiccups in your paper that are caused from prominent errors: run on sentences, punctuation, spelling, verb tenses that do not match, or grammar errors that make your paper hard for me to read.	The number of mechanical errors in your paper makes the reader (me) have to go back and reread your paper in order to try to make sense of it (or to see if you were writing in another language other than English).
Explanation/Support	30	Factual information from class packet has been mixed, supported, and explained with your own thoughts and words. After information is cited, you explain in your own words how it helps prove your thesis.	Some of the information does not seem to fit because you have not explained why it is there. Quotes are present, but are not tied neatly together with your thoughts and original words. It is more like a book report than like a persuasive paper.	Researched information has been included to take up space. Lacks explanation to as to why the information has been included. Information does not support your thesis.
Tone/Voice/Persuasion	20	Your paper serves to thoroughly convince the reader of your position. Your tone or voice is consistent throughout the paper and is highly persuasive.	At times your tone/voice is inconsistent. Too many instances of passive voice to be considered thoroughly convincing.	Paper does not serve to persuade due to a lack of proper and consistent tone/voice. Weak argument.

## Teacher Handout 6



# The Story of the Wall

## Section 1 Germany and Berlin at the End of World War II

## Section 2 In the Beginning Was the Lie

## Section 3 The Cruel Border

## Section 4 Checkpoint Charlie

## Section 5 Breakthrough -- Part One

## Section 6 The Wall

## Section 7 Breakthrough -- Part Two

## Section 8 The Wall between Concrete, Art and the Exchange of Agents

## Section 9 The Brandenburg Gate

## Section 10 The Final Breakthrough



A defecting East German soldier, Conrad Schuman, leaps over a barbed wire barricade at the Bernauer Street sector into West Berlin on August 15, 1961. Schuman made his break to join his family which had fled earlier to West Berlin. (AP Photo/Contipress, Peter Leibing)